



ANNUAL REPORTS

OF THE

SELECTMEN, OVERSEERS OF POOR

AND

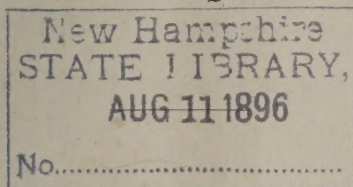
SUPERINTENDING SCHOOL COMMITTEE

OF THE

TOWN OF HUDSON,

FOR THE

Political Year Ending March 1st, 1872.



NASHUA:

MOORE & LANGLEY, BOOK AND JOB PRINTERS.
1872.

REPORT OF THE SELECTMEN.

STATE OF TREASURY FEB. 28, 1871.

Cash in Treasury March 1st, 1871,	\$1,445 39
Outstanding taxes in Alden Hill's list, 1868,	\$61 32
" " " " " 1869,	75 44
" " " " " 1870,	2,329 75
J. L. & C. E. Senter's note,	1,427 00
Joseph Fuller's note,	96 50
B. H. Kidder's note,	80 00
Bradford Campbell's note,	25 00
J. C. Towne's note,	16 00
Interest on taxes not paid into the Treasury for 1869-70,	64 05
	<hr/> \$5,620 45

ELI HAMBLET,
J. M. THOMPSON,
J. B. MERRILL,

Selectmen of Hudson.

The above includes a School House tax that
should not have been reported as avail-
able means of the town, of \$259 26

\$5,361 19

TREASURER'S REPORT, MARCH 1, 1872.

J. K. Wheeler, Town Treasurer, in account with the Town of
Hudson, N. H. :

Dr.

To cash in Treasury March 1, 1871,	\$1,445 39
Received of State Treasurer, Savings Bank	
Tax,	1,272 74
Rail Road Tax,	398 40
Literary Fund,	75 00
B. H. Kidder, on note,	77 63
J. L. & C. E. Senter, on note,	600 00

City of Nashua,	24 25
N. H. Fire Insurance Co.,	27 20
Alden Hill, Collector for 1868,	
1869, 1870,	1,813 89
N. P. Webster, Collector 1871,	6,533 00
Town notes,	9,330 39
	<hr/> \$21,597 89

CR.

By cash paid State Tax,	\$2,226 00
County tax,	702,09
on Town notes,	15,449 32
on Treasury Orders from March	
1, 1871, to March 1, 1872,	2,933 43
By balance carried to new accounts,	287 05
	<hr/> \$21,597 89

HUDSON, March 1, 1872.

The undersigned, Selectmen of Hudson, certify that we have this day examined the foregoing accounts of J. K. Wheeler, Town Treasurer, and find the same correctly cast and each payment properly vouched by a Treasury order for the same.

J. M. THOMPSON,

J. B. MERRILL,

A. F. BLODGETT,

Selectmen of Hudson.

DISBURSEMENTS.

NOTES AND PARTS OF NOTES.

Paid Nelson Tuttle, Willard O. Winn and Chas. Tuttle,	
notes,	\$2,654 64
Indian Head Bank, note,	3,117 00
J. C. Lund, "	2,007 33
Francis Coggin, "	5,130 35
George S. McCoy, "	1,161 94
A. J. F. Hills, "	577 04
George W. Hills, "	320 70
E. W. Upham, "	180 00
David Clement, Jr., "	142 70
Dustin Caldwell, "	91 62
L. H. Carnes, "	30 00
John Cummings, "	21 00
Betsey Baldwin, "	15 00
	<hr/> \$15,449 32

MISCELLANEOUS.

Paid Otis Cole, superintending school com.,	50 00
Steele & Boyd, over assessment of taxes in 1870,	3 55
J. E. Greeley, labor on highway,	8 00
J. E. Greeley, repair of highway near Thomas Senter's,	15 00
A. J. Smith, labor on highway,	4 20
B. E. Blanchard, plank and repairing bridge,	6 98
J. G. Proctor, painting town house,	62 67
Chase & Winn, over-assessment in 1871,	7 59
Eveline Senter, over-assessment 1871,	3 38
Chas. M. Noyes, over-assessment 1871,	2 50
Chas. W. Spalding, for public water- ing tub	3 00
Wm. F. Chase, plank and repairing bridge,	11 46
Chase & Winn, labor on highway,	2 89
State tax,	2,226 00
County tax,	702 09
Moore & Langley, printing reports, 1871,	30 00
N. P. Webster, printing tax bills,	3 75
J. K. Wheeler for public watering tub,	3 00
J. B. Merrill, services as selectman and overseer of poor,	60 00
A. F. Blodgett, services as selectman and overseer of poor,	45 00
J. K. Wheeler, services as treasurer,	20 00
W. P. Walton, service as town clerk,	10 00
" " stationery and postage,	1 41
Alden Hills, collecting taxes,	140 00
John Gillis, snowing T. F. Bridge from Nov., 1870, to Mar. 1, 1872,	21 00
James Carnes, lighting T. F. Bridge,	40 00
Non resident highway receipts,	7 33
J. M. Thompson, cash paid for collectors highway, surveyor's & blank books,	4 79
J. M. Thompson, stationery, postage,	1 50
" " fare and expense to Concord to regulate enrolment list,	3 50
N. P. Webster, abatement of taxes,	17 74
N. P. Webster, collecting taxes,	75 00
Caleb Richardson, super'ng school com.	44 00

Paid Caleb Richardson, posting school laws,	5 00
Caleb Richardson, notifying J. C. Ford, in regard to his children attending school,	1 00
Caleb Richardson, books for Griffin girl,	1 17
Caleb Richardson, books for Douglass children,	4 17
Caleb Richardson, insuring town house	19 00
Alden Hills, abatement of taxes, in 1868, 1869, 1870,	107 37
Barr & Co., oil and lanterns for T. F. Bridge,	21 00
Sawyer & Stevens, on pauper cases,	10 00
Paris H. Hill, services,	9 00
Barr & Co., oil and lanterns for T. F. Bridge,	51 20
Slade & Crowell, damage on highway,	50 00
S. D. Greely, for committee chosen by the town to visit county farm,	15 00
James Emery, attendance on E. J. Nichols,	15 50
Henry Smith, relief of Tho. Smith,	14 04
Sophia Doyle, support of daughter,	37 50
Emery Parker wood for E. J. Smith,	9 47
Violetta Barrett, for support of her children,	66 00
Lima Burns, boarding Nichols' boys,	4 50
Amos Hamblet, support of his mother,	78 00
Alonzo Hill, boarding Nichols' boys,	18 75
S. D. Greeley, expenses and fare to Con- cord with Francis Poff	2 50
City of Nashua, relief of E. J. Smith,	9 35
Dr. Garland, medical attendance on E. J. Smith,	31 50
N. H. Insane Asylum, boarding Francis Poff,	69 50
Wm. Cady, boarding Thomas Butler,	30 00
Dr. W. W. Wilkins, attendance on T. Butler,	38 00
Eli Hamblet, boarding T. Butler,	23 75
B. H. Kidder, services at the burial of E. J. Nichols,	5 00
Henry Smith, relief of Thomas Smith,	31 86
John Sullivan, taking care of Thomas Smith, March 1, 1872,	30 00
N. P. Webster, goods for Thos. Smith,	19 84
D. O. Smith, medical attendance, T. Smith,	11 00

Paid J. M. Thompson, cash paid for Nichols boy,	1 98
Rockwood & Co., coffin and robe for Nichols boy,	8 25
J. E. Greeley, services and cash paid out at the burial of Nichols boy,	10 00
N. P. Webster, goods for Mrs. Barrett,	2 10
J. B. Merrill, cash paid for Nichols boy	3 50
Daggett & Cross, goods for E. J. Smith,	30 68
	<hr/> \$19,983 13

SCHOOL MONEY PAID.

Paid District No. 1, Edwin S. Gowing,	\$150 11
" " 2, B. F. Chase,	150 11
" " 3, J. G. Walker,	121 59
" " 4, Emery Parker,	165 11
" " 5, D. O. Smith,	144 00
" " 6, J. M. Thompson,	130 00
" " 7, G. W. Trow	110 00
" " 8, David Clement, Jr.,	36 00
" " 9, Ira Templeton,	131 29
" " 10, W. J. Townes,	121 59
	<hr/> \$1,259 80
Amount of disbursements,	\$21,242 93
Damage done sheep by dogs paid March 14, 1871,	\$67 91
Outstanding orders for damage done sheep by dogs, 1871-72,	37 80
Outstanding order to Chas. Cutter,	1 25
Total amount of disbursements,	\$21,349 89
Total amount of Receipts as per treasurer's account,	21,597 89
Balance in favor of the town,	248 00

STATE OF THE TREASURY, MARCH 1, 1872.

Cash in treasury,	\$287 05
Out standing taxes, in Alden Hills' list	393 36
Interest reported by Alden Hills due the town,	95 00
Outstanding taxes on N. P. Webster's list,	998 58
J. L. & Charles Senter's note,	675 00
Joseph Fuller's note,	102 00
Bradford Campbell's note,	26 50
J. C. Towne's note,	17 00
City of Nashua for lighting T. F. Bridge,	45 60
	<hr/> \$2,640 09

The town is owing the following notes and bills.

E. W. Upton,	\$3,075 00
Elijah Tinker, 2 notes,	538 00
Joseph Hardy,	690 00
Betsey Baldwin,	269 00
Sarah Blodgett,	445 00
William H. Cross,	785 00
George Cutler,	1,000 00
J. C. Ladd,	2,100 00
L. H. Carnes,	505 00
Mary Rollins,	1,502 00
Austin Blodgett, 2 notes,	326 00
Silas Hunting,	738 00
Martha W. Marsh,	158 00
John Cummings,	350 00
Dustin Caldwell, 2 notes,	1,565 00
Amory Burnham,	2,000 00
John N. Marden, 3 notes,	840 00
Louisa Smith,	216 00
Charles H. Newcomb, two notes,	1,069 00
Sarah Marshall,	264 00
Kimball Webster,	3,165 00
John Webster,	468 00
J. M. Thompson, services as selectman and overseer of poor,	70 00
Sophia Doyle, support of her daughter,	78 00
Daniel Smith, wood for Thomas Smith,	10 00
William Cady, boarding Thomas Butler,	55 00
School District No. 5,	60 40
“ “ 6,	20 11
“ “ 7,	45 32
“ “ 8,	107 15
Henry Smith, damage done sheep by dogs,	5 00
George W. Trow, “ “	12 80
Silas M. Blanchard, “ “	5 00
J. M. Thompson, “ “	5 00
Thomas Smith, “ “	10 00
Total indebtedness of the town,	\$22,551 78
Available means,	2,640 09
Indebtedness of the town over means,	\$19,911 69

J. M. THOMPSON,
J. B. MERRILL,
A. F. BLODGETT,
Selectmen of Hudson.

REPORT OF OVERSEERS OF THE POOR.

Expenses of poor from March 1, 1871, to March 1, 1872.

E. J. Smith,	\$ 81 00	
Thomas Smith,	102 70	
Amos Hamblet for support of his mother,	78 00	
Sophia Doyle for support of her daughter,	78 00	
For support of Thomas Butler,	146 75	
For support of Nichols children,	115 08	
Francis Poff,	72 00	
	<hr/>	\$673 53

J. M. THOMPSON,
J. B. MERRILL,
A. F. BLODGETT,

Overseers of the Poor.

SCHOOL COMMITTEE REPORT.

Your committee respectfully submit the following report :

In presenting the Annual Report of the schools of this town, your committee would congratulate you on their general success, although circumstances have occurred to render some less useful than they would have otherwise been. The burning of the school-house in Number Five compelled the scholars to occupy a room not at all suited for the purpose, notwithstanding which the school was very successful.

The usual studies have been pursued, as you will see by consulting the annexed table. In addition to these, has been taught in some schools, algebra, book-keeping, history, philosophy, rhetoric and American literature. We were also shown at the examination some excellent map and pencil drawing, which gave credit both to teachers and scholars. The discipline of the schools has been excellent as a general thing, and the relation between your committee, teachers and scholars, all that could be desired. There has been no cases of discipline referred, and but few suggestions needed by teachers.

The form of this report will differ in some respects from that of previous years. We prefer to consider the schools in the aggregate rather than attempt to give a minute description to each, and thus avoid much useless repetition. The better place to discuss the merits of each school is before it, either during its progress or at its close. It always gives pleasure to notice those teachers who have nobly done their duty, in terms they deserve. But we have spoken of their worth before their schools, and a corresponding recommendation is ever ready for them, whilst on the other hand, there are those, who, if they do not *entirely* fail, any mention of them has only the effect to discourage and injure their courage and prospects, which the good to be derived will not justify. There are causes, which oftentimes conspire to produce a state of things no committee can fairly unravel, but which, when stated in a report, has a most injurious influence, both in teacher and school. All teachers must at some time meet with influences which they

cannot easily control, and we do not wish to erect anything to their misfortune, or that of the school. It would be unreasonable to expect equal success in every instance, and consequently while we congratulate ourselves on the general prosperity of our schools, and the harmony which has marked the relation of nearly all concerned, we must admit there are different grades of excellence. The fault may be with the teacher, the scholar, or perhaps sometimes the parents are not as judicious as they should be.

SCHOOL HOUSES.

The school houses are with two exceptions in good repair, and answer well for the accommodation of the scholars. Numbers one and three are not what they should be. In the report of your committee for last year, we notice your attention was called to the fact that no school-room was provided with either suitable outline maps or dictionary, and as we find the same condition this year, we have little reason to suppose that calling your attention to the same fact may not meet with the same result, and your children continue to waste time enough in the course of the year to pay for a double supply, or go without the information so much needed. We find in one district the teacher felt the need so much, and knew the benefit so well that she furnished them at her own expense, and the examination proved beyond a doubt her wisdom in so doing. In one or two other districts the teacher furnished dictionaries for the use of the scholars.

READING.

Of the various branches taught in our schools, we think there is none more important, and none so poorly taught as reading. To be a good reader is the basis of a good education, yet no study is so much neglected as this, none in which it is so difficult to give instruction of the right kind, and yet none in which instruction is so much needed. One source of evil in this case is the universal tendency of children to read in books entirely beyond their capacity. Parents should consult teachers before purchasing books for their children. Your committee find the most improvement in those schools where the fewest lessons have been read. The tendency is to read without the slightest idea of the author's meaning, and consequently you find lack of tone, accent, emphasis, and *all* that is essential to good reading. If we are to have reform in this particular, it must begin in the lower classes, and to a considerable degree be accomplished there. Teaching in the higher classes can never compensate for defects permitted in the lower. An upright posture, a distinct utterance, an ear trained to a correct perception of sound, a right development of the vocal organs, proper emphasis and expression, and a clear idea of the author's sentiments are requisite to a good reader, and no scholar should be allowed to pass over a lesson without a full understanding, and correct reading of the same.

WRITING.

A plain legible handwriting is a most desirable accomplishment and invaluable acquisition to men of business, and no small recommendation for a young lady or gentleman in any vocation. To write well with facility and expedition, requires constant and careful practice. As soon as a child can manage a pencil and slate a large portion of the unoccupied time of the small scholars may be profitably occupied in learning to form letters. It would be both amusing and instructive. At the commencement of the school year, your committee urged upon the teachers the necessity of giving penmanship a place among the regular recitations, and was happy to find at the close that in some schools the analysis of the letters had been thoroughly taught, and a very great improvement made, even the lowest class were able to analyze and point out any inaccuracy in the formation of the letters. In most schools the manuscripts have been kept neat and tidy, and many have afforded evidence of great care in writing, while few indicate lack of attention on the part of the teacher, and haste and carelessness on the part of the scholar. There remains a necessity of still farther improvement in this branch.

TARDINESS.

Tardiness is an evil ever to be regretted, but in districts sparsely settled it requires much care on the part of parents and scholars to avoid it. The registers show a great difference, while some report only ten, others report as many as two hundred and seventy-four.

IRREGULARITY OF ATTENDANCE.

One of the greatest evils of our schools is the irregularity of attendance which has occurred in all parts of the town. In some instances it has been caused by sickness, but in most cases by a lack of interest on the part of either parents or scholars. The frequent absence of several scholars half a day or a day in a week is a great evil to a school in many ways. It breaks up the drill, makes chasms in classes, gaps in recitations, and is fatal to uniform and orderly advancement. The absent scholar must either lose his lesson or the whole class the time it requires to repeat for his benefit, or, at the examination, the teacher finds to her mortification and discouragement that her exertions for a whole term to make a class do credit to itself and her are balked by the faltering and blundering of every third or fourth member, whose frequent absence has been either caused or permitted by his parents. The whole school is encumbered and retarded by the unfortunate straggler, unfortunate we say, for it is not always the poor child's fault that he cannot expedite instead of retarding the progress of the school. Such irregularity is *very* bad for the scholar, the interest in his lesson is broken up, the discipline of mind and regu-

larity of thought is gone, in short so much of the term as has been wasted is gone and gone forever, for no one can make up for lost opportunities. He may catch a portion of the knowledge obtained by his classmates but his mind will not be trained, he will not be educated. There are some studies where the loss of a lesson here and there is about equivalent to a loss of the whole, the missing link renders the whole chain useless, the dropped stitches spoil the whole web. If he cannot attend the whole term, let him attend, while he *does attend*, punctually and constantly. There is no doubt that three months of steady, unbroken attendance is worth more than six scattered at intervals through the year. Our schools are so short it is very important that the scholar should give steady and unbroken attendance. This subject is worthy the attention of every citizen of the town.

CALEB RICHARDSON,

Supt. School Committee.

HUDSON, MARCH 1, 1872.

SCHOOL STATISTICS.

No. of District.	TEACHERS' NAMES.										No. Visits by Superintendent Com.					
											No. Visits by Citizens.					
											Wages of Teachers per month including board.					
											Geography.					
											Grammar.					
											Arithmetic.					
											No. in Penmanship.					
											Times Tardy.					
											Length of School in weeks.					
											No. bet. 4 & 14 not attending school.					
											Average Attendance.					
											Whole No. Scholars.					
1	1st Term,	H. G. Gillis.	19	14	$\frac{1}{2}$	0	10	39	19	18	5	15	25	00	11	2
	2d "	" " "	16	13	$\frac{1}{2}$	0	12	99	15	16	3	13	29	00	5	2
2	1st "	Elya A. Thomas.	14	11	$\frac{1}{2}$	1	12	32	14	14	1	4	22	00	19	2
	2d "	" " "	22	18	$\frac{1}{2}$	5	10	77	22	22	8	8	28	00	27	3
3	1st "	Nettie Thomas.	15	14	$\frac{1}{2}$	0	8	2	8	14	2	7	21	00	21	2
	2d "	Sarah E. Walker.	14	9	$\frac{1}{2}$	0	12	0	10	12	0	4	21	00	9	2
4	2d "	Susie P. Marden.	25	20	$\frac{1}{2}$	7	12	27	14	17	7	14	24	00	34	2
		" " "	35	29	$\frac{1}{2}$	4	12	34	21	27	9	18	28	00	18	2
5		Susan M. Smith.	28	24	$\frac{1}{2}$	2	8	2	17	20	9	12	26	00	15	2
		Hannah E. Hardy.	41	35	$\frac{1}{2}$	2	10	93	25	35	15	11	30	00	55	2
6		L. D. & J. O. Bowers.	24	21	$\frac{1}{2}$	2	16	0	12	18	7	11	20	00	27	3
		L. D. Bowers.	27	23	$\frac{1}{2}$	0	13	1	24	26	11	10	28	00	27	2
7		Clara A. Keyes.	28	22	$\frac{1}{2}$	0	15	259	25	25	8	10	24	00	22	3
		M. Lizzie Anderson.	12	11	$\frac{1}{2}$	0	5	35	5	12	3	3	26	00	24	2
8		Sarah M. Patterson	22	18	$\frac{1}{2}$	3	11	17	15	15	8	11	22	00	23	3
		Hannah E. Hardy.	17	15	$\frac{1}{2}$	7	6	24	13	15	8	4	32	00	24	2
9		Julia E. Hayes.	19	15	$\frac{1}{2}$	3	10	19	19	19	5	8	26	00	15	2
		Emogene Thomas.	20	10	$\frac{1}{2}$	0	17	52	13	13	4	9	28	00	29	2
10		E. A. Thomas	9	7	$\frac{1}{2}$	0	10	2	4	4	1	3	16	00	7	2
		E. A. Thomas.	8	7	$\frac{1}{2}$	0	12	2	4	4	1	3	20	00	9	2

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